

Kentucky Teacher

DECEMBER 1999 - JANUARY 2000

Coming to consensus after two days of review and discussion in Frankfort, 86 Kentucky teachers have proposed modifications to standards used to measure student performance on Kentucky Core Content tests. The participating teachers, representing all grade levels, content areas and geographic regions, now call for other teachers and the general public to review their product: a revised description of what is meant by novice, apprentice, proficient and distinguished performance on state tests.

During the review session, the teachers looked at the current performance standards in light of changes made to the state's accountability system. They developed "general" performance standards descriptors for each of the four performance levels (see list elsewhere on this page), then specific descriptors for each of the seven content areas at each grade level (elementary, middle and high school).

"We tried to make the terms more user friendly to increase the general public's, parents' and students' understanding of the performance standards," said Becky Harrell, a practical living teacher at Franklin-Simpson Middle School in Simpson County. "The public review will give everyone, not just teachers, the opportunity to look at the original (novice, apprentice, proficient and distinguished) standards, compare them to our proposals and make comments."

"This is a great process that is long overdue," said Robbie Clark, a teacher

Teachers take first step to review performance standards



Teachers Marcia Cook (right) of Adair County and Becky Harrell of Simpson County vote on modifications of the standards Kentucky uses to measure student performance on state tests. Cook and Harrell were among 86 teachers who participated in a two-day review of the standards.

at McNabb Elementary (Paducah Independent). "Some teachers may not have had a clear understanding of performance standards. So many educators will be involved in this activity, no one should feel lost."

Four months ago, citing Kentucky's change from one assessment and accountability system to another, the Na-

tional Technical Advisory Panel on Assessment and Accountability recommended that the state Board of Education call for a review of Kentucky's performance standards. The panel also recommended examination of the scoring ranges (cutscores) that determine a student's placement into specific performance standards categories. Teachers will be recruited in April for a review scheduled to begin next fall. The 18-month cutscore review will use multiple methods and involve independent panels of educators.

Proposal for Public Review: Descriptors of the Four Performance Levels Teacher Revised — Dec. 1, 1999

Level 1: Novice

(N1) Student demonstrates minimal and/or incorrect knowledge of content area.

(N2) Student demonstrates undeveloped or inappropriate skills and/or applies skills incorrectly.

(N3) Student demonstrates minimal understanding of concepts and vocabulary in core content.

(N4) Student demonstrates ineffective communication skills.

(N5) Student demonstrates limited use of critical thinking skills.

Level 2: Apprentice

(A1) Student demonstrates basic knowledge of content area.

(A2) Student demonstrates correct application of skills in some situations.

(A3) Student demonstrates basic understanding of concepts and vocabulary in core content.

(A4) Student demonstrates basic communication skills but may lack examples and details.

(A5) Student demonstrates basic use of critical thinking skills.

Level 3: Proficient

(P1) Student demonstrates broad knowledge of the content area.

(P2) Student demonstrates effective application of skills to solve problems.

(P3) Student demonstrates a broad understanding of concepts and vocabulary in core content.

(P4) Student demonstrates effective communication skills with supporting examples and/or sufficient details.

(P5) Student demonstrates broad use of critical thinking skills.

Level 4: Distinguished

(D1) Student demonstrates extensive knowledge of the content area.

(D2) Student demonstrates consistent, effective application of skills to solve problems and/or address issues.

(D3) Student demonstrates an extensive understanding of concepts and vocabulary in core content and the ability to integrate these concepts within a content area.

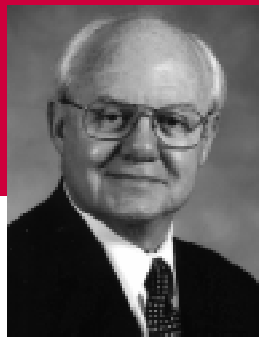
(D4) Student demonstrates effective communication skills with insightful use of supporting examples and/or relevant details.

(D5) Student demonstrates extensive use of critical thinking skills.

Comments on standards due by Jan. 21

The teacher-drafted recommendations on the standards for four performance levels — novice, apprentice, proficient and distinguished — are available on the Internet for public review and comment until Jan. 21. There are also content-specific criteria for teachers to examine. Go to the Department of Education's Web site (www.kde.state.ky.us) and click on "Performance Levels," or go directly to www.kde.state.ky.us/comm/commrel/perform_levels/default.asp. To comment electronically, complete the feedback form provided.

Because of the short time line, electronic feedback is preferred. Teachers without Internet access may call Robyn Oatley at (502) 564-3421 or fax comments to her at (502) 564-6470.



Commissioner Wilmer Cody says good-bye . . .

If you have ever left a job that challenged you and filled you with a sense of mission, if you have left people whose accomplishments you respected and whose support you valued, you know how I feel today.

After four years, I am leaving the most progressive and student-focused public education system in the nation. I am saying good-bye to dedicated, innovative, “can do” educators who embraced education reform and made it much more than a sum of its many important parts. Although time and family circumstances make this time the right time to leave, leaving is still not easy.

As I think back to my arrival here in 1995, I remember my sense of awe at Kentucky’s commitment to public

education. You demanded and got a system that sets high standards for all students, believes all students can reach those standards, and offers all students equal opportunities to do so. The depth and scope of your reform movement was unprecedented in the 50 states. Even as we approach reform’s 10-year mark, I suspect that some of you — even those who have worked hard to make it happen — still do not recognize the magnitude of what you have done.

Shortly after I announced my retirement, someone asked me to define my contribution. Was I leaving anything behind that would make a positive difference in Kentucky public education? I want to think that, working together, we achieved this: a collective, statewide recognition that Kentucky’s public education system is working better for children!

How do we know it is working better?

1. Against all tradition, students in some very high-poverty schools are achieving at the highest levels. You have offered them opportunities equal to those of students in high-income areas, and they have met — and sometimes surpassed — your high expectations. Their achievement is your evidence that reform’s goals can be met, that the high bar you have set for yourselves can be reached.

2. For the first time, you have something more than your own assessments to confirm that student achievement is improving. On the 1998 National Assessment of Educational Progress, Kentucky’s 4th-grade readers scored three points above the national average. Compare that to 1992, when they scored two points below the national average, and 1994, when their scores equaled the national average. This showing on “The Nation’s Report Card” is external vali-

dation that Kentucky schools are achieving the continuous improvement mandated by the reform law.

I leave knowing that the course is charted. Kentucky’s schools will continue to improve; as professional educators, you will continue to develop your skills; and your students will climb even higher in their achievements and aspirations. While good-byes traditionally include a wish for good luck, I know that your dedication and determination — not luck — are the driving forces behind school improvement. So I wish you continued success. With your dedication and determination, you cannot help but reach the ultimate goal: a world-class education for every student.

This is what your work — your incredibly important work — is all about.



State board names interim commissioner

The Kentucky Board of Education has selected attorney Kevin Noland to be interim education commissioner. Noland, the board’s general counsel and associate commissioner of the Department of Education’s Office of Legal Services, will assume the duties of commissioner on Jan. 1. Education Commissioner Wilmer Cody’s resignation will be effective on Dec. 31, 1999.

This will be Noland’s second

term of service as interim commissioner. The board named him to the interim post after the resignation of Thomas Boysen in 1995.

“Kevin did a stellar job then,” said board member Craig True. “I’m sure he will do an outstanding job now.”

Noland came to the department in 1991 after serving as chief legal adviser to the secretary of the Workforce Development Cabinet. He has also been an attorney with the Legislative Research Commission, where he was

one of the drafters of the 1990 Kentucky Education Reform Act.

Noland, who lives in Lexington, earned a bachelor’s degree and a juris doctor from the University of Kentucky. He is a past chairman of the Kentucky Bar Association’s Education Law Section. Noland is program chairman for the National Council of State Education Attorneys.

The state board’s Commissioner Search Committee is accepting bids through Jan. 4 from executive search firms that want to assist in the commissioner selection process. The committee wants to know what qualifications Kentuckians want in the next commissioner. See Page 3 for more information.

January is National School Boards Recognition Month!

Let your state and local school board members know how much you appreciate the work they do on behalf of Kentucky’s students.

Thanks!

What qualities and abilities do you want in the next education commissioner?

The Kentucky Board of Education's commissioner search committee wants to know what qualities and abilities you think are most important in a new commissioner of education for Kentucky. Please submit comments in one or both of these ways:

1. Complete a feedback form on the Department of Education's Web site at www.kde.state.ky.us. People without Internet access can complete the form on this page and send it to community relations director Robyn Oatley by fax at (502) 564-6470 or by mail to 500

Mero St., Frankfort, KY, 40601. Please submit your comments by 4 p.m. Monday, Jan. 10.

2. Speak or submit written comments at the search committee's public hearing, scheduled for 9 a.m. Tuesday, Jan. 11, in the State Board Room

in Frankfort. If you can't attend, send written comments by Jan. 18 to Mary Ann Miller, Department of Education, 500 Mero St, Frankfort, KY 40601. Direct questions about the hearing to Miller at (502) 564-3141 or mmiller@kde.state.ky.us.

What do you think the Kentucky Board of Education should look for in a new Commissioner of Education?

Judge each of the following qualifications in order of their importance, with 5 being most important and 1 being least important. Your input will be used by the Kentucky Board of Education as it looks to identify a new commissioner to lead Kentucky's schools.

| | Most Important | | Least Important | | |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| | 5 | 4 | 3 | 2 | 1 |
| 1. A clear and comprehensive understanding of the history, issues and progress of education reform in Kentucky. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. A shared vision with the Kentucky Board of Education's articulated expectations for education reform (that all students can learn, that all districts can progress, regardless of income level or other socioeconomic factors, that diversity if not just desirable but necessary, that students, teachers and administrators should be accountable, that school accountability should be measured by both standing and progress, etc.). | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. The ability to relate to and gain the respect of all the constituent groups in the education community and the General Assembly. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4. A proven record of excellence in the management of a large corporate or governmental organization. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5. A management style that engenders openness, collaboration and two-way communication. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 6. Personal energy, self-confidence and enthusiasm in and for the job of commissioner. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 7. An understanding and knowledge of Kentucky's institutions, culture, and political and educational leadership. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 8. An informed knowledge of the major educational issues facing Kentucky and the nation. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 9. A commitment to and understanding of the technological changes that are shaping our world through the Information Age. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 10. A proven record of commitment to and accomplishment of education reform. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 11. A post-graduate degree. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

List any other characteristics, qualifications, or criteria you think should be considered in the selection of a Commissioner of Education not included in the items above.

Who are you? ☐ Teacher (☐ Elementary, ☐ Middle School, ☐ High School)
☐ Administrator ☐ Parent ☐ Student ☐ Other

Proposed regulations address school assistance, district accountability and special education



A public hearing on several proposed regulations will be held on Friday, Jan. 21, at 10 a.m. in the State Board Room in Frankfort. Summaries of the proposals are on pages 4 and 5.

Anyone wishing to speak at the public hearing should contact the Office of Legal Services at (502) 564-4474 by Jan. 13. If your schedule does not permit you to attend, you may submit written comments by Jan. 21.

These will receive equal consideration by the state board. The address for written comments is Office of Legal Services, Kentucky Department of Education, 500 Mero St., Frankfort, KY 40601, or fax comments to (502) 564-9321.

Scholastic audit would assist low-performing schools

The Kentucky Board of Education has declared its intent to pass a regulation that establishes a program to improve teaching and learning in Kentucky schools that have low index scores on the Kentucky Core Content Tests. The program, required by state law, would begin with the 2002-2004 biennium. It would support schools in their efforts to improve by tailoring assistance to the need level of the schools.

All schools with index scores below their assistance lines beginning with the results of the 2000-2002 accountability cycle would be divided into three levels based on the range of scores represented. Schools in the lowest third of these schools (Level I) would receive the most assistance. Those in the top third (Level 3) would receive the least assistance.

Schools at each level would be asked to use student achievement data and information from their consolidated plans to conduct self-assessments that identify the schools' instructional and organizational effectiveness. They may also prepare a school portfolio of documents and data about the school, staff and students.

A trained scholastic audit team

would spend a week in each school reviewing the school's learning environment and student academic performance and efficiency. Within two weeks of the audit, the team would prepare a written report of its findings. The report will identify strengths and weaknesses and offer appropriate assistance to improve teaching and learning. This information would be used to support schools as they revisit their consolidated plans.

Until 2002, participation by low-performing schools in the scholastic audit program is voluntary.

Information about the proposed regulation and a feedback form have been posted on the Kentucky Department of Education's Web site at www.kde.state.ky.us/comm/commrel/schol_audit/. Information about the public hearing can be found at www.kde.state.ky.us/legal/hearings.asp.

Recognition and assistance are part of district accountability

District accountability for student achievement is the subject of a regulation proposed by the Kentucky Board of Education in December. The proposed regulation would hold local districts accountable for providing schools with appropriate instructional leadership and support.

Districts in which all schools are classified as "progressing" or "meets goal" would be recognized as exemplary districts. Districts with schools completing the first biennium classified as Level I (with scores on the Kentucky Core Content Tests that are in the lowest third of all schools below the assistance line) would have to include in their own consolidated plans a specific plan for improving academic achievement at that school. If the school remains at Level I after two accountability cycles,

a district audit would be conducted to discover why the school is not progressing academically. The primary focus of this audit would be on factors that directly affect academic achievement.

The district audit team would prepare a written report of its findings within two weeks of the audit, recommending steps the district should take to improve teaching and learning at the school. This report would be shared at the next board meeting with opportunity for public comment.

The findings in the report could lead to a recommendation for a comprehensive audit of the district.

The provisions of this proposed regulation would begin with the accountability cycle ending in the spring of 2002.

The proposed regulation can be viewed on the Kentucky Department of Education Web site at www.kde.state.ky.us/legal/regs/default.asp. Information about the public hearing can be found at www.kde.state.ky.us/legal/hearings.asp.



Package of regulations addresses special education

Bringing Kentucky's special education laws into compliance with federal requirements has been many months in the making. In December, Kentucky Department of Education staff proposed a package of 11 individual special education regulations to the state Board of Education. The regulations are not final and can still be shaped by public comments to be received at a public hearing on Jan. 21 in Frankfort. (See Page 4 for details about the hearing.) In February, the regulations will come back before the state board for possible approval.

If enacted, the 11 proposed regulations would replace the existing 21 special education regulations. The proposals would address issues from defining disabilities to establishing requirements for a comprehensive system of personnel development. The proposals also respond to the board's insistence that paperwork for teachers be reduced.

The proposals make every effort

not to impose further restrictions than federal law except in two areas:

Eligibility – The proposal clarifies criteria for several disabilities to help identify and provide services to eligible students.

Class size — Specific proposed language appears that addresses class size for special education classrooms, including waiver provisions, to comply with other Kentucky laws.

Special education teacher certification issues will be addressed by the Education Professional Standards Board and the Office of Teacher Education Certification. The department will prepare a technical assistance paper to provide guidelines on transferring student records.

The 11 proposed regulations are available on the department's Web site at www.kde.state.ky.us/legal/regs/default.asp. Information about the public hearing also can be found at www.kde.state.ky.us/legal/hearings.asp.



Photo by Rick McComb

Veteran educator Janie Wiley guides Jessica Shouse during a French I class at East Jessamine High School.

Substitute teaches from experience gained over most of the 20th century

By Sharon Crouch Farmer
Kentucky Department of Education

A talk with Janie Wiley doesn't give you a clue. All you notice is her knowledge of language and its origins; her ability to insert long-held principles of grammar into the conversation without breaking stride; the vignettes she shares to illustrate a point; the radiance that crosses her face when she sees the "eureka" moment of understanding on a student's face.

But you do the math: Janie Wiley was born in 1909. She attended Peabody College for Teachers (now part of Vanderbilt University), earning a degree in Latin with a minor in French. Today, at the age of 90, she serves as a substitute teacher at East Jessamine High School.

"Consider the link she provides to the past," said East Jessamine Principal Tom Welch. "If, as a 15-year-old high school student, she had learned from a substitute teacher the age she is now, she could be bringing first-hand accounts to our students in 1999 from someone born 30 years before the Civil War."

Wiley often takes over the classroom for Janice Lundy, who teaches French in grades 9 through 12.

"We are fortunate that she shares her passion for learning and sharing knowledge with us," Lundy said. "She does it with a quiet dignity that is met with respect by the students. She always helps them grasp the meaning and significance of the second language they are studying."

Beth Gaunce, who teaches Spanish, enjoys watching Wiley insist that students use correct grammar.

"Frequently, the students don't know they have made a mistake," Gaunce said, "but she always gives them a straight-forward, no-nonsense explanation for the correction."

Gaunce also appreciates Wiley's moral code and the way she adheres to it. "She always knows where she stands on any issue and why, and she never vacillates," Gaunce said.

Talking with Wiley for just a few minutes can lead to many "eurekas."

"Every moment is a teachable moment with Janie Wiley," Welch adds.



Photo by Rick McComb

DOCUMENTING HISTORY — Frankfort High School student Tony Forbes (with camera) and Joa Harville interview and photograph Gov. Paul Patton, wife Judy Patton and Lt. Gov. Steve Henry on Inauguration Day in Frankfort. The students and their classmates in the school's Student Technology Leadership Program posted their reports and perspectives on the school's Web site (www.frankfort.k12.ky.us/), making them available to students throughout the state, nation and world.

Partnership opens college doors to students with special needs

By Sharon Crouch Farmer
Kentucky Department of Education

On the campus of Asbury College, Sarah pulls her chair up to the production board in the audio booth, not the least bit intimidated by the mass of electronic equipment. Phillip introduces "Charlie" as his favorite horse in the college's equine program and sits tall in the saddle as he rides around the show ring.

Sarah and Phillip are Jessamine County high school seniors who take part in a program that reaps noticeable benefits for 18- to 21-year-old students with special needs. The Connections Program, a partnership of the community, school district and college, gives these students opportunities to study, work and socialize with others in their own age group.

Jessamine County students who are in a certificate program (see box) and eligible for alternate portfolios may participate in Connections. They may audit a variety of classes on the Asbury College campus in Wilmore.

"Usually these students are in school with peers (through grade 12), but then many of those peers graduate at age 18 and go on to college," said Scarlett Prine, a Jessamine County teacher based at Asbury as the Connections Program's teacher in resi-

dence. "This program allows our students (with special needs) to go to college, too, and experience peer relationships in various college campus environments: classes, cafeteria dining, recreational sports and social events."

After the school day ends, socialization for Connections students continues through Jessamine-Asbury Mixer (JAM), a volunteer student organization that invites Connections students to extracurricular activities both on and off campus.

Roy Lauter, Asbury's director of Educational Field Experience and liaison for the Connections Program, says the program grew from mutual need. The school district wanted to create a less restrictive, age-appropriate setting for older special education students; Asbury needed a pre-student teaching practicum.

"With the support of the local school board, parents and community, Connections students started coming here for a few hours during the week and being introduced to the college world," Lauter said.

As the program begins its fifth year, Connections students are on the Asbury campus full time. The curriculum has been expanded from recreation classes to include children's literature, technology in education, in-

troduction to theater, art and music appreciation, children's ministry, horseback riding and radio production.

The Jessamine County school district provides transportation and insurance, funds a salary for Prine and instructional assistant Regina Chanda, and supplements dining cards for program participants. Asbury waives tuition, provides office space, and issues regular campus identification cards that admit Connections students to Asbury facilities and events. The students work part of each day on campus or in the community for pay or experience.

Asbury faculty members participate by allowing Connections students to audit their classes with minimal adjustments to the curriculum. Prine and Chanda attend classes and offer assistance to students and the Asbury faculty. Asbury students also help the Connections students.

The results have been positive for both Connections and Asbury students.

"We notice a dramatic increase in the circle of friends of the Connections students," Lauter said. "There is marked improvement in social skills and dialogue. They are gaining age-appropriate skills for relating to people."

Lauter relates one of his favorite Connections stories: "I was at a high



Photos by Rick McComb

Jessamine County student Sarah Morgan takes her cue from Asbury College student Kyle Vanover in audio lab. Through a partnership between the school district and the college, Sarah takes radio production and other courses at Asbury and participates in day-to-day campus life.

school to accompany the Connections students on the bus to the Asbury College campus. Going down the hallway, one of the students — I'll call him 'Tom' — was heckled by a group of students. One of them called out, 'Hey dummy, where are you going?' Tom stopped and turned to the group and replied, 'I'm going to college. Where are you going?'

For additional information or to schedule a visit to observe the program, contact Scarlett Prine at (606) 858-3511, ext. 7730, or send e-mail to sprine@jessamine.k12.ky.us. At Asbury, contact Roy Lauter at (606) 858-3511, ext. 2150, or send e-mail to Roy.Lauter@asbury.edu.

Phillip Riley gains self-esteem and takes on responsibilities during horseback riding classes at Asbury College. Through a program called Connections, the 18-year-old Jessamine County special education student is on the Asbury campus each day for classes and activities.



More about services for students over 18

Regulations issued recently in accordance with the Individuals with Disabilities Education Act (IDEA) specify that schools are no longer obligated to provide educational services for students with disabilities once they graduate with a regular diploma. However, a certificate of program completion is typically given to alternate portfolio students, who usually receive educational services up to age 21. Jessamine County students use their Connections Program experiences to contribute to their alternative portfolios and meet Individual Education Program requirements for receipt of their certificates of program completion.

Covington district prepares students for global society

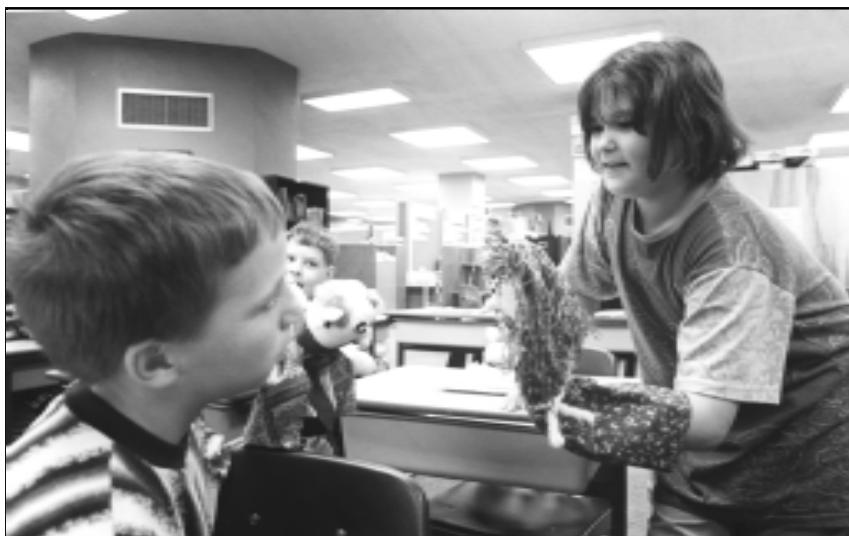


Photo By Rick McComb

Fourth-grader Brandi Cain (right) uses a hand puppet to ask classmate Ryan Sketch "Ça va?" during a conversation drill in French class at Latonia Elementary. Teacher Julie Maddox uses manipulatives, technology, games and songs to begin the students' study of a second language.

By Faun S. Fishback
Kentucky Department of Education

Latonia Elementary 4th-grader Brandi Cain slips on the hand puppet named Marie, takes a deep breath, smiles and asks classmate Ryan Sketch, "Ça va?"

"Bien," replies Ryan as he manipulates the head and hands of his puppet, Paul.

Quickly, more small hands wave for attention, and two more students use the puppets to practice new words in their French vocabulary.

After working with the puppets, the class plays tic-tac-toe using the same vocabulary words — bien, très bien and mal. Next, students pantomime feelings: looking happy, looking very happy, looking sad. This mini-lesson closes when students take out songbooks to perform in their second language.

Such is a day in the class of Julie Maddox, Latonia's French teacher and advanced program coordinator. Maddox, who was named 1999 National Elementary French Teacher of the Year by the American Association of Teachers of French, teaches French

to 4th-, 5th- and 6th-graders in Latonia's gifted program.

"There is something about language and kids," she said. "They are fascinated by the way things sound. They mimic sounds well. They don't think about it being a foreign language; they just do it."

Listening, reading, writing and speaking are major parts of the coursework for students at this Covington Independent school. Students learn about French culture through lessons Maddox develops from travels to French-speaking countries. She collaborates with teachers in other content areas, especially the humanities, and works with classes that are not part of the gifted program to give them exposure to the language.

When students from Maddox's classes enter Holmes Junior High, most are ready for French II, she said. The Holmes language program — offering French and Spanish — is open to all students and awards high school credits.

By high school, most college-bound students are settling into several more semesters (under block scheduling) of language instruction.

Counselors at Holmes advise all students, including those who do not expect to attend college, that learning a foreign language is important.

"We don't emphasize two units of foreign language, because so many of our college-bound students look at four or five," said Jack Johnson, assistant principal and director of advanced studies at Holmes High. "Students in AP (Advanced Placement) or the International Baccalaureate programs take several years of a language."

For the past 16 years, Holmes High has created an "international backyard" to provide students a variety of opportunities in French and Spanish. Students can travel to foreign countries and participate in international exchange programs. They work alongside foreign students who teach and study at Holmes as part of the Amity Scholar Program.

Students compete in foreign language contests on local, state and national levels. Language honor societies and clubs offer students activities in their chosen second language. Students also benefit from cultural events in Cincinnati, which is just across the Ohio River. These experiences are part of what attracts students early to the language program and, in some cases, to careers in foreign language teaching, said Marian Benavides, head of the Holmes High foreign language department.

Students learn to communicate in a language other than English and gain knowledge and understanding of other cultures. They learn to compare their language and culture to that of the language they are studying. A second language prepares students to participate in today's global society, not to mention Kentucky's rapidly growing multilingual communities.

Today's foreign language classrooms are not like those of 20 or 30 years ago, said Benavides. Teachers use technology in instruction. The Internet brings foreign magazines, newspapers and even classroom partnerships into the schools. In class, students use foreign vocabulary words in games and role-play situations.

Students also further their knowledge in other academic content areas through their chosen second language. "Foreign language teachers use a number of things to help students enjoy language," said Benavides. "We can talk about history, teach grammar, ecology or the food chain, do math problems or get into fine arts and practical living areas. Even though (foreign languages) are not on the state assessment tests, we do a great deal to reinforce what others are testing."

For more information about Covington Independent's foreign language program, contact Maddox at jmaddox@covington.k12.ky.us or at (606) 292-5825. Call Benavides and Johnson at (606) 655-9545 or send e-mail to them at mabenavides@covington.k12.ky.us and jjohnson2@covington.k12.ky.us. All three are included in the KETS global list.



See Pages 8 and 9 for more stories on foreign language instruction.

Talk to us!

Teachers: Kentucky Teacher wants to know what you think, what you need from the Department of Education, what you want to see in future issues.



E-mail kyteach@kde.state.ky.us



Phone (502) 564-3421 or (800) 533-5372
(toll free in Kentucky)



Fax (502) 564-6470



Write Kentucky Teacher
1914 Capital Plaza Tower
500 Mero St.
Frankfort, KY 40601

Schools find many ways to provide foreign languages at all levels

By Faun S. Fishback
Kentucky Department of Education

"By the year 2000, all students will leave grades 4, 8 and 12 having demonstrated competency over challenging subject matter including English, mathematics, science, foreign languages, civics and government, economics, arts, history and geography. ..."

— National Education Goals for Kentucky, Goal 3

The Kentucky Council on Postsecondary Education sent school districts throughout the state a reminder this year about Goal 3 of the National Education Goals for Kentucky. The council passed new minimum admissions requirements for public four-year colleges and universities. Beginning in the year 2004, incoming postsecondary freshmen must have two units of a foreign, or non-native, language.

"Access to a second language is part of the reform vision for public schools," said Jackson Independent

Superintendent

Taylor Collins during a recent KET program on the new postsecondary education requirement.

"All students really do deserve to learn a foreign language. Instead of education leaders saying 'There is not enough money, not enough resources, not enough teachers,' they need to be looking for ways to overcome barriers to bring access to foreign language study to all Kentucky school children."

Several Kentucky educators are



Photo by Rick McComb

Andrea Suarez, an Amity Scholar from Uruguay, teaches Spanish to Holmes High student Eumakin Obiobasi. Suarez helps in language classrooms about 15 hours a week while taking courses at the school to increase her knowledge of English and American history.

thinking "out of the box" to find ways to provide foreign language to students. On these pages (and on Page 7) are thoughts from educators who have found ways to give students access to foreign languages.

Jackson Independent: One teacher teaches others

Superintendent Collins knows a lot about teaching foreign language. He also is the district's Spanish teacher. He teaches high school classes and last year began a language program for elementary students. For three years, Collins will model Spanish instruction for primary and elementary teachers, who will assume Spanish teaching responsibilities for the younger students.

Seventh- and 8th-grade students in the district can take Spanish and earn high school credits. "This adds rigor to the middle-level curriculum," Collins added. Jackson High School students have the opportunity to take advanced Spanish classes.

For more information on the Jackson programs, contact Collins at (606) 666-4979 or by e-mail at tcollins@jackson-ind.k12.ky.us

or through the KETS global list.

Distance learning open to all

"Years ago, it was nice to have a foreign language if you wanted to travel," said Ruth Styles, the 1999 National German Secondary Educator of the Year. "In today's global society, knowing a foreign language is really a tool for communicating in our communities. It expands job opportunities.

"The new postsecondary requirement will give all Kentucky-educated teachers more exposure to a foreign language," she added, "and they will become richer resources for their students as a result."

Styles teaches German to hundreds of students in 20 Kentucky classrooms every day as well as classrooms in 12 other states. She is a distance learning teacher at Kentucky Educational Television. Students watch Styles' on-screen lessons and access the KET Web site to get assignments and support materials. Tutors employed by KET contact students several times a week by telephone to talk with them

in German and find out what problems they are having.

For more information about KET's distance learning program, visit the Web at www.dl.ket.org or contact Styles at KET at (606) 258-7140 or rstyles@ket.org.

The new Kentucky Virtual High School also offers Kentucky high school students the opportunity to take language classes. This winter, KVHS will offer Spanish and Latin for-credit classes taught by Kentucky-certified teachers. Courses will be delivered online to schools, homes and other places with Internet access. More language classes are expected for the fall 2000 semester. For more information, visit the KVHS Web site at www.kvhs.org.

Daviess County: Students put Spanish to work

Students in Daviess County start learning Spanish in primary as part of the Graduation 2010 program. By middle school, students are able to take Spanish I for high school credit. That means the high school Spanish curriculum continues to "push the envelope" as students seek to learn more of their second language.

Apollo High School will offer new Spanish classes next year: Spanish VI and Vocational Spanish. The upper-level class will give advanced studies students the opportunity to work as assistants in primary and elementary Spanish classes. Vocational Spanish will teach students to communicate in the workplace, said teacher Ginger Robinson. Students who master at least Spanish I can

take Vocational Spanish to learn vocabularies and workplace skills for agriculture, law enforcement and medical careers.

¿Habla usted español?

Robinson suggested that more vocational language and cross content courses might help prepare students for the global workplace. "With today's global society, there is an immediate need for students to know a second language," Robinson said, noting the growing number of foreign-owned businesses in the Owensboro area. "Everyone needs some foreign language knowledge to be marketable as an employee."

Contact Robinson at (270) 685-3121 or by e-mail at grobinson@daviess.k12.ky.us or through the KETS global list.

Madison County: Latin is alive!

Latin and "dead language" are synonymous to many people, but the study of Latin is alive and well at Madison Central High School and about 43 other public schools in Kentucky. Latin teacher Estelle Bayer said Latin attracts Madison County students who plan careers in law and medicine and those who take Advanced Placement coursework.

Reading, writing, conversation and grammar are the basics in Latin. However, Bayer and her colleague, Bari Conder, cross into other disciplines to

offer more on Roman culture and contributions to civilization. Students make togas, learn about Roman food, create authentic gladiator costumes and hold mock gladiatorial battles. They re-enact Roman weddings and publish "Nova Nupta" (new weddings) magazine. They study Greek and Roman architecture, visit museums in Louisville and New York City, and watch plays from the Greek and Roman cultures locally and in New York. Students also do outreach to the community through nursing home visits and presentations at Joseph-Beth Booksellers.

Students do a lot of writing in the classes, which helps them prepare for advanced programs as well as the Kentucky Core Content tests, Bayer added.

Contact Bayer at (606) 624-4505 or by e-mail at ebayer@madison.k12.ky.us or through the KETS global list.

Maxwell Elementary: Learning happens through immersion

Maxwell Elementary in Fayette County offers students the opportunity to study Spanish in an immersion program. Immersion means that students learn content and concepts in English and then enrich those concepts and content in Spanish. This learning is a priority at Maxwell, where the motto is "Learn a language, unlock the world!"

As students gain proficiency in the second language, more and more of their classes are conducted in Spanish. "Language is best taught through content," said Alicia Vinson. "It's a natural connection." Vinson taught Spanish at Maxwell for nine years. This year she teaches English as a second language to Hispanic students at Cardinal Valley Elementary, also in Fayette County.

"Children are like little sponges for languages," she said. "Children like to reproduce the sounds. They are not self-conscious. The longer they are exposed to a second language, the better they learn."

For information about Maxwell Elementary's program, contact principal Fabio Zuluaga at (606) 381-3516 or by e-mail at fzuluaga@fayette.k12.ky.us. Contact Vinson at (606) 381-03340 or by e-mail at avinson@fayette.k12.ky.us. Both can be reached through the KETS global list.



Latonia Elementary teacher Julie Maddox gives instructions in French to her students before they play a game of tic-tac-toe that matches feelings shown on the faces behind her with the words for good (bien), very good (très bien) and bad (mal).

Teachers from Spain will be teaching in Kentucky

Districts that lack qualified foreign language teachers may get a boost beginning next school year. The Kentucky Department of Education has signed an agreement with the Ministry of Education and Culture of Spain to begin the Kentucky/Spain Visiting Teachers Program.

The program will make available 10 teachers from Spain to fill foreign language teaching positions in Kentucky. These teachers are certified in bilingual education, Spanish as a second language and other content areas, according to Jacque Van Houten, the department's foreign language consultant. Van Houten will interview applicants in Spain this summer.

The Kentucky/Spain agreement also offers these opportunities for language teachers and students:

- **Post to Post Teacher Exchange** — Teachers in Kentucky and Spain exchange classroom and teaching positions for an academic year.

- **Teacher Summer Seminars** — Kentucky teachers may apply for three-week summer teaching institutes in Spain.

- **Educator/Student Exchange Program** — Groups of students and their teachers exchange schools for two to four weeks.

For more information, contact Jacque Van Houten at (502) 564-2106 or by e-mail through the KETS global list or jvanhout@kde.state.ky.us.

Fulton Independent: Spanish and technology

The Fulton (Independent) school district recently was recognized by the SouthEast and Islands Regional Technology in Education Consortium (Seir-Tec) as having one of the nation's top three programs that use best practices in instructional technology. The district's TOSS (Teaching Our Students Spanish) program takes 3rd- and 4th-year Spanish students into the elementary and middle-level classrooms for 30 minutes each week to teach. Twenty high school students are in-

involved in the program this school year.

The younger students have assignments and use computer programs to reinforce vocabulary. Teachers make connections in content areas. Primary teacher Gigi Milner said students learn Spanish songs in music, learn about Spanish culture and traditions in social studies, and see Spanish words displayed alongside English words for colors, numbers and classroom objects.

Students communicate via e-mail between schools and use other technology to facilitate learning, said Dianne Owen, district technology coordinator.

"Foreign language really needs to be taught over an extended period of time with lots of repetition. We're doing what foreign countries do," said Fulton High Spanish teacher Geneva Storey. "They begin teaching children English at age 4 instead of 14. This is an exciting program that will make a big difference in our students. I'll be changing our high school curriculum to keep up with them!"

Contact Milner at (270) 472-1637 or gmlner@fulton-ind.k12.ky.us or Owen and Storey at (270) 472-1741 or dowen@fulton-ind.k12.ky.us or gstorey@fulton-ind.k12.ky.us. All three can be reached through the KETS global list.

Parlez-vous
Français?

Geography institute broadens horizons for teachers



By **Faun S. Fishback**
Kentucky Department of Education

They come from all over the state — rather appropriate for a geography institute. Enticed by six free-of-charge master's degree hours, they are immediately caught up by the hands-on, never-a-dull-moment, work-from-sunup-to-sundown teacher training program. They discover a multitude of ways to integrate geography in the four other sub-disciplines of social studies (government, history, economics, and social systems and culture) and in other content areas.

The event is the two-week Summer Geography Institute, sponsored by

the Kentucky Geographic Alliance and the National Geographic Society. It offers P-12 teachers the same thing they want for their students: the opportunity to learn more about the world and have fun in the process.

During the institute, the teachers use crayons, modeling clay, technology, colorful maps and compasses; take field trips; preview software; receive materials for their classrooms; and prepare and present lessons based on what they have learned.

All classroom work takes place on the Murray State University campus, in or near the Mid-America Remote Sensing Center (MARC). Geographers consider MARC to be the state's premier remote sensing/geographic information center and geography database clearinghouse.

In addition to gathering new ideas for their classrooms, participants train to be teacher consultants for the alliance. Tom Wilson, institute coordinator and social studies teacher at Lone Oak Middle School (McCracken County), said that each teacher who

Melody Cunningham of Central Elementary (Henderson County) color codes a preference map while Jennifer Potter of Lyon County Junior High, Jennifer Galvin of Elizabethtown High and Jill Darnall of Sharpe Elementary (Marshall County) provide data. All of the teachers were participating in the 1999 Summer Geography Institute at Murray State University.



Photo by Faun S. Fishback

Summer Geography Institute 2000

When: June 18-30, 2000

Where: Murray State University

Who: 30 social studies teachers representing all grade levels and regions in the state

Themes: Integrating geography into the social studies core content; integrating technology into geography

Field trips: Paducah, Wickliffe Mounds, Columbus Belmont State Park, Land Between the Lakes

Exit requirements: At the institute, completion of a unit plan and presentation of a 30-minute lesson to institute participants; during the year following the institute, presentation of two professional development workshops and participation in workshops showing the use of geography in the core content

Graduate credit: six hours in either education or geosciences (as approved by participant's institution)

Provided: hotel housing; stipend for mileage to and from Murray; instructional materials to take home for classroom use

Application deadline: March 15, 2000

For details: Tom Wilson, 304 North 7th St., Apt. 5, Paducah, KY 42001; (270) 442-2323; by e-mail through tw@apex.net, twilson@mccracken.k12.ky.us, or the KETS global list; on the Internet at www.kga.org

took part in last summer's institute will make two professional development presentations in his or her school, district or region this school year. Some will return to future institutes as presenters.

Who attends and why?

In 1999, the summer institute attracted 10 elementary teachers, five middle-grades teachers and 11 high school teachers. Many teach in the social studies content area; some, like Jan Francis, do not. Francis, a language arts teacher and writing portfolio leader at Turkey Foot Middle School in Kenton County, attended to get ideas that would help her school's teachers with writing in their content areas.

Others attended because they wanted to enrich the content they teach. Renee Womack, a teacher at Christian County High School, wanted to learn more about teaching geography, a sub-discipline in which she had little background prior to attending the

institute. Before she left the institute, Womack developed a unit that integrated geography, government, economics and technology into a cohesive teaching unit.

"The unit allows students to plan a trip around the world using only one classroom computer, a pencil and a few sheets of paper," Womack said. "It is educational and fun!"

A dose of technology

The institute gives teachers hands-on experience in teaching with technology, including ARGUS: Activities and Readings in the Geography of the United States. Last summer's institute participants explored the eight ARGUS units (regions, maps, tours, big jobs, cases, diaries, weather and landforms) and developed ideas for integrating geography components into the content areas they teach. (ARGUS is a product of the Association of American Geographers. For information, go to www.aag.org on the Internet.)

Summer reading institutes recharge teachers



By **Faun S. Fishback**
Kentucky Department of Education

It was just a few weeks into summer vacation, and six Jennie Rogers Elementary teachers couldn't wait for the new school year to begin. They were hyped! They were recharged! They were filled with new ideas for their students.

They had been "revived" by the Kentucky Reading Program Summer Institute at the University of Kentucky. And they weren't the only ones.

Several hundred Kentucky primary teachers spent two weeks last summer at one of eight reading institutes on college campuses — Murray, Western, University of Louisville, University of Kentucky, Kentucky State, Northern Kentucky, Eastern and Morehead. The institutes, while meeting the needs of participants at each site, shared a common curriculum that emphasized knowledge and skill development to reading instruction for primary students and their families.

Teachers came to the professional development institutes — for the most part in school-based teams of two or more — looking for activities to increase their students' reading abilities. They found what they were looking for, and they created plans for promoting literacy development among their primary students and their families.

The largest team at the UK site was the Jennie Rogers Elementary contingent from Danville. Primary teachers Elizabeth Stamps, Allen Best, Jason Hooper and Kelly Tagerook-Brown; special education teacher Linda Arambasick; and first-year Reading Recovery teacher Amy Teater comprised

the team. They decided to attend as a group "to all get the information at the same time," said Hooper. "We've all come here with a common goal. It's interesting to see other teachers' different approaches to the same programs."

Arambasick, the special education teacher, works with the primary teachers but also is sharing strategies she learned at the institute with the 4th- and 5th-grade teachers. "There are lots of problems (with teaching reading) I thought couldn't be answered that have been addressed (at the institute)," she said. "The institute has done an exceptional job of being teacher friendly and providing lots of teacher-usable information."

The need to improve students' reading scores drew four teachers from Washington County to the institute. Willisburg Elementary primary teachers Anna Abell and Lori Riney and Reading Recovery teachers Sandra Goatley and Lindy Harmon said they wanted four teachers from their district to attend next summer.

"This is wonderful professional development," said Harmon. "This pro-

vides a great way for teachers to learn hands-on about the latest research and best practices in reading instruction, and strategies to promote family involvement in the education process."

Goatley said the sessions not only addressed reading but how to teach reading in content areas. "If you can read, you can do anything," she said. "Reading needs to be our focus, and we need to do it early. We need to include the family, everyone working as a team to increase student reading."

Teachers who participated in last summer's Kentucky Reading Program



Photo by Rick McComb

Teachers from Jessamine County enjoy the summer weather as they discuss ideas for increasing literacy development for primary students and their family members. The brainstorming took place during last year's Kentucky Reading Program Summer Institute at the University of Kentucky.

still have several more opportunities to meet and talk about teaching strategies for primary student and family literacy. Each of the eight university groups gathered at two follow-up Saturday sessions this fall; two more sessions are scheduled for the spring. Teachers who complete the two-week summer institute, the fall and spring follow-up meetings and the school literacy plan receive three hours of graduate credit.

What's ahead for 2000?

On April 15, 2000, the eight universities involved in the Kentucky Reading Program Summer Institutes will host Literacy Share Fairs for all primary teachers, not just institute participants. Teachers can hear success stories from institute participants and learn more about the Year 2000 reading institutes. For more information, contact Judy Embry at (606) 257-7859 or jembry@pop.uky.edu; or Cary Pappas at (606) 257-6118 or cpappas@pop.uky.edu.

Application information for the Kentucky Reading Project Summer Institute 2000 will be available in January. Completed applications are due in March. Information about each regional institute will be available after the first of the year on the Internet at www.uky.edu/Education/IER/Projects/cldhead.html. The site will list a contact for each university site.

Two more reading resources

If you would like to communicate with other educators about reading and literacy or want to be part of a teacher-parent support network, check out these two listservs (e-mail discussion groups) focused on reading:

- KYREAD — for Kentucky Reading Recovery participants and others;
- KYLITERACY — for Kentucky Reading Project participants and others.

To sign up for either or both listservs, go to www.uky.edu/Education/Kylists.html on the Internet. Enter your name and e-mail address in the spaces provided, then scroll down the list and click on the group you want to join. There is no charge for participation.

Meet the Kentucky Teachers of the Year 2000

Each year, a committee of Kentucky educators and business leaders selects one teacher at each level (elementary, middle and high school) to represent the excellence of teachers statewide. They then choose one of those teachers to be the Kentucky Teacher of the Year, the teacher who represents the state in the National Teacher of the Year competition.

On these pages, meet this year's honored teachers and get better acquainted with them through their own comments, adapted from information they provided in their Teacher of the Year applications.

For information on the annual competition and how to nominate or support a teacher for Teacher of the Year 2001 honors, contact Donna Melton at (502) 564-3421 or by e-mail through the KETS global list or to dmelton@kde.state.ky.us.



**Teacher of the Year
Mardi Montgomery**

School: Boyle County High

Subject: English

Years teaching: Six

Education: Associate degree, Somerset Community College; bachelor's degree, Centre College; master's degree, Eastern Kentucky University

In her own words . . .

What are the main issues in public education today?

Safety, violence, student assessment, teacher qualifications and equity in education are all major public education issues today, but safety emerges as the most publicized issue.



Photos by Rick McComb

Mardi Montgomery (right) reacts to the surprise announcement that she is Kentucky's Teacher of the Year for the year 2000. Celebrating with her are her predecessor, Teacher of the Year Janice James (center), and her brother, Zane Cochran.

Describe your personal feelings and beliefs about teaching.

"The powerful play goes on, and you may contribute a verse. What will your verse be?' The character John Keating says that in the movie 'The Dead Poets Society.'

"During my undergraduate work I had a professor who memorized the name of every incoming freshman. ... It was the greatest feeling in the world to pass this professor on campus and have him call me by name. His safe, personable environment was conducive to learning; his 'personable' philosophy elevated the curriculum to a new level.

"'Personable' best describes my own philosophy of teaching. The first day of classes, I state, 'Every person in this room is an individual, and I'm delighted you are here!' Awareness that classes do not consist of students with the same ability levels reinforces a personable teaching philosophy. Likewise, I allow my students — and myself — to write our own verse despite our varied strengths and weaknesses.

"With so much change during the high school years, my 'personable' philosophy aids not only the students but also myself as a facilitator and instructor in these transition years. Understanding and compassion rank at the

top of my 'personable' philosophy. I strive to provide unconditional support for every student."

What do you consider to be your greatest professional achievement or contribution?

"Perhaps my greatest contribution and accomplishment is the development of the Boyle County Breakfast Book Club. This club encourages students to read from a more critical standpoint and discuss (their views) with community members, business and professional leaders, area educators, students in surrounding school districts and the Kentucky School for the Deaf, parents, grandparents, siblings and friends. Wow! What an awesome learning experience to find out that a grandmother believes that the character Bilbo Baggins from 'The Hobbit' makes too many uninformed decisions and that Bilbo's life often parallels uninformed decisions of teenagers! Overwhelmed cannot describe how I felt when my students wanted to read not one but two outside reading assignments during a term. ... The gathering of polarized ages, lifestyles and professions allows for learning at its finest — the ability to listen and understand not just with the ear but with the heart."



**Middle School
Teacher of the Year
Katina Joy Buster**

School: Barren County Middle

Subject: Interdisciplinary studies

Years teaching: Six

Education: Bachelor's degree, master's degree and Rank I in Educational Administration from Western Kentucky University

In her own words . . .

What are the main issues in public education today?

"The major issues facing public education today are violence, drugs and alcohol, teenage pregnancy, high dropout rates, a need for more parental involvement and support and, overall, how to prepare our students to be productive citizens in our rapidly changing society."

... and read what they have to say about teaching in today's public schools

What do you consider to be your greatest professional achievement or contribution?

"My greatest accomplishments have started with a simple yet effective lesson plan. Such a plan teaches a concept in such a way that all students become involved in learning it and seeing its application in our community and in their potential future vocations and lifestyles. At the end of the lesson, we have all experienced personal growth. We have gained more knowledge of the topic, and we have seen how it fits into our world where we will use it again and again. Through this learning process, we have gained courage and confidence in our abilities and the abilities of our peers. We are then ready and capable to set our next learning goal and begin taking the appropriate steps to reach it. In the end, students, family

members, school faculty and our community have united as one to accomplish a task, and we are stronger."

Describe your philosophy of teaching.

"Possibly the most important thing we as educators do for students is simply believing in them and showing we care. I fully believe in the statement 'Students don't care how much you know until they know how much you care.' ... We need to find out what kids do after school, what their interests are, what their families are like and what they think about. We need to know their hopes and fears. Once we start building these kinds of relationships, any perceived barriers for teaching and learning will diminish. We will then move to a much higher level of what can be accomplished in the educational process."

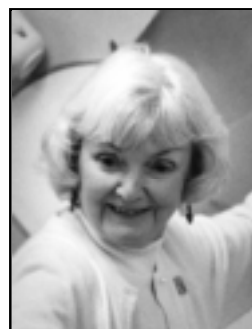
Photos by Rick McComb



Katina Joy Buster refers student Cory Shortridge to assignment information written on the board at Barren County Middle School.



Anna Yancey shares a quiet moment with Michelle Lawrence at Buckner Elementary in Oldham County.



Elementary School Teacher of the Year Anna V. Yancey

School: Buckner Elementary (Oldham County)

Grade level: Early primary

Years teaching: 30 total; 24 in Kentucky

Education: Bachelor's degree, Elizabethtown College in Pennsylvania; master's degree, Pennsylvania State University; specialist in education degree, University of Louisville.

In her own words . . .

What are the main issues in public education today?

"I believe that the most serious issues facing Kentucky public education today derive primarily from the absence of consensus about the goals of public education. When I first entered public education as a student during the Great Depression, everyone seemed to understand that the purpose of the public schools was to prepare each student to get a job. Later, the purpose was to prepare students for the 'War Effort.' In the '50s and '60s, it was to prepare them for college or a trade. During my 30-year teaching career, however, the public schools have ac-

cumulated an almost endless list of often antithetical goals: teach values, but avoid religion; develop each child's native abilities, but pretend that all children are equal; mainstream almost all students, but adjust instruction to the vast individual differences present in every classroom; maintain discipline, but do not punish the children; produce winning athletic teams, but maintain high academic standards; hire highly competent teachers, but pay them far less than other professionals.

"... I believe that the best response to the great uncertainty about what public schools are supposed to be teaching will be a core of experienced teachers who assert their rights as competent professionals to teach what they know should be taught in whatever fashion works for their students. Great artists are not told precisely how to create great art!"

What is and/or what should be the basis for accountability in the teaching profession?

"One of the many things our culture has lost ... is the accountability on the part of all members of the community for the entire community. Our substitute 'systems of accountability' seldom work as well as the old-fashioned mutual respect and sanctions that made a group of people a real community. Perhaps (state) accountability standards are all we have left for the evaluation of teaching performance. ... I believe most of our teachers are as competent as any in the world! The missing ingredient is a community commitment to excellence in academics that is as focused and as strong as the commitment to excellence in athletics."

Lesson plan teaches students to use science to solve 'mystery'

Award-winning teacher Ramona Jaynes observes as Laura Alexander (left) and Kristin Robertson tackle a science challenge at Corbin Middle School.



Photos by Rick McComb

Editor's Note: This is the final lesson plan in a series prepared by Kentucky's recipients of the 1999 Presidential Award for Excellence in Mathematics and Science Teaching. See lesson plans from other Presidential Award winners in the October and November issues of Kentucky Teacher.

Ramona Jaynes gives her 8th-grade science students at Corbin Middle School the opportunity to solve a classroom mystery while investigating the characteristic properties of inks. Jaynes, a 1999 Kentucky recipient of the Presidential Award for Excellence in Mathematics and Science Teaching, asks her students to use scientific inquiry to find which pen was used to write notes in textbooks.

Jaynes' "Who Wrote the Note" lesson was part of an entire unit on forensics. "I taught various skills within the lessons," Jaynes said. "The students were then assessed on these skills by solving a mystery in which they used all skills taught within the unit — fingerprinting, handwriting analysis, powder analysis, pH, identifying smells and chromatography. My

students did really enjoy this activity. They had a blast!"

Lesson Title: Who Wrote the Note?

Grades: 6-8

Academic Expectations: 2.1 (science skills); 2.2 (patterns); 2.5 (change)

Major Content: Investigate characteristic properties of substances; analyze properties and changes of properties in matter.

Essential Questions: The basic essential question for the unit — What physical properties can be used to separate mixtures into their components? The essential question for this lesson — How can you use chromatography to separate mixtures?

Activity: Chromatography

Resources/Materials: Coffee filters or chromatography paper; four black felt-tip pens (only one of which has permanent ink); cups, water and drinking straws.

Procedure: (1) Have students look at different substances, such as salt, gravel and sand, and sulfur. Have students determine if each substance is

an element, a mixture or a compound.

(2) Remind students that a mixture is a substance that can be separated. Direct students to look at the felt-tip pens on display. Ask students: Is ink a mixture? Inform them that scientists use a process called chromatography to separate mixtures such as inks.

(3) Divide the students into small groups. Tell the students they will help solve a mystery during this science lesson. Tell them: We have found that a student is writing notes in our books. We have been observing students for several days and now have identified four suspects who use black felt-tip pens in class. To protect the innocent, the pens are labeled not with names but with numbers: 1, 2, 3, 4. (Remember: Only one is to have permanent ink.)

(4) Prior to the lesson, prepare 1" x 4" strips of coffee filter or chromatography paper and use the numbered pens to make one mark per strip of paper. Place each mark about 3" above the bottom (short) edge of the strip, across the 1" width. Divide the strips into sets that include one mark from each pen.

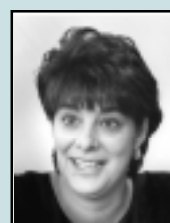
(5) Give each group of students a set of the marked strips (1, 2, 3, 4) plus a "writing sample" strip that represents the ink used to write in the books. (Decide in advance which pen — 1, 2, 3 or 4 — was used to write in the book, and use that pen to mark one strip in each set plus all of the "writing sample" strips.) Also give each group cups, tape, water and straws.

(6) Have students tape the top (short) edge of each paper strip to the middle of a drinking straw. The straw will sit across the top of the cup, suspending the paper strip into the cup. Make sure the water in the cup does not touch the mark, only the edge of the paper.

(7) The water will rise up the paper, and the ink will separate into a chromatogram. Repeat Step 6 for all strips. Compare the chromatograms of marks 1, 2, 3 and 4 to see which one matches the ink used to mark in the book.

Assessment: Students will attach the matching chromatograms to their lab write-ups. Ask students to answer these questions:

- Which pen represented the permanent ink?
- Why does this permanent ink not separate?
- What colors of ink make up black ink?
- Which pen (1, 2, 3 or 4) was used to write the note? How do you know?



Teacher Profile Ramona G. Jaynes

School: Corbin (Independent) Middle School

Grade: 8

Content area: Science

Years teaching: 13

Degrees: Bachelor's degree (chemistry major, biology minor) from Cumberland College; master's degree from Union College; Rank I from Union College

Memberships: National Science Teachers Association; Kentucky Science Teachers Association, board member from Upper Cumberland Area; Mountain Science Alliance; Phi Delta Kappa; Delta Kappa Gamma; National Middle School Association; National Education Association; Kentucky Education Association

Professional recognition: Presidential Award for Excellence in Secondary Science Teaching (1999, national level); PRIDE grant recipient (1999); Christa McAuliffe Fellowship Award (1995); Excellence in Teaching Award from Campbellsville College (1994); Space Camp scholarship (Kentucky Department of Education, 1991)

THE Bulletin Board

By Lisa York Gross
Kentucky Department of Education



Register for KTLC online

Attention, school administrators, curriculum planners, teachers, technology coordinators and parents on school councils: You may now register online for the Kentucky Teaching and Learning Conference (March 2-4 at the Commonwealth Convention Center and Hyatt Regency Hotel in downtown Louisville). This event, known for 20 years as the Kentucky Education Technology Conference, will emphasize ways to use technology to improve student learning and content knowledge.

Conference information and registration forms are available at www.kde.state.ky.us/oet/customer/KyTLC2000/.

CONTACT: Roseanne Wise, (502) 564-7168; rwise@kde.state.ky.us (or through the KETS global list)



National seminar will feature communication strategies

The National School Public Relations Association's "NSPRA 2000" seminar, scheduled for July 9-12 at the Hilton Palacio del Rio in San Antonio, has more than 50 school communications topics on the agenda. High on the list are these issues:

- communicating about accountability;
- marketing to recruit certified and classified staff;
- building community support;
- saving time and money using "e-community relations";
- communicating in an era of school choice;
- dealing effectively with the "new media."

To learn more about the seminar and other NSPRA professional development resources, visit www.nspr.org on the Internet, request information by e-mail to jcowan@nspra.org, or phone (301) 519-0496.

A Kentucky-based contact is NSPRA president-elect Dick Thornton of Triage Communications, (270) 765-6531 or thornton@kvnet.org.



Summer exhibition will present 'Art of the Horse in Chinese History'

The Kentucky Horse Park will present "Art of the Horse in Chinese History" from May 1 through Aug. 31. The exhibition will include educational materials that are especially appropriate for students in grades 7 through 12.

The goals of the exhibit are to help students learn about archaeology; oral and written traditions; the arts, culture, history and technology of ancient China and their relationships with the Western World; and the importance of the horse in Chinese history.

Information about the exhibition is posted on the Internet at www.imh.org/imh/china/ed/ed.html.

CONTACT Barbara Dietrich, Director of Education, Kentucky Horse Park, (606) 259-4206; khp@mis.net



Apply by April 14 for 'We the People'

The Center for Civic Education invites Kentucky upper elementary, middle and high school teachers to apply for a regional summer institute on the U.S. Constitution and Bill of Rights. Teachers chosen to participate will learn to implement the nationally recognized "We the People — The Citizen and the Constitution" curriculum in their classrooms.

The institute is scheduled for July 30 - Aug. 5 at Indiana University's Bloomington campus. Participants will receive housing, meals, transportation, and take-home literature and classroom materials. Three hours of graduate credit are available for a fee. Applications must be completed and returned by April 14.

CONTACT: Rachel Bingham, Kentucky Administrative Office of the Courts, (800) 928-2350; rachelb@mail.aoc.state.ky.us



Apply now to be a reviewer of social studies textbooks

The Kentucky Department of Education and the State Textbook Commission invite educators and parents to apply to review P-12 print and electronic social studies textbooks and instructional materials for the state's public schools. The social studies content area includes government and civics, culture and society, economics, geography, history and psychology.

Reviewers will meet for one day during spring 2000, then for a week during July to review resources and develop recommendations for the commission. Reviewers must represent specific areas of experience and expertise. Teams will include parents and educators and will be balanced as to gender, geographic and ethnic diversity. Reviewers will be paid a stipend and receive reimbursement for expenses.

To request an application, write to Carol Tuning or Charlotte McGuire, Division of Curriculum Development, 18th Floor Capital Plaza Tower, 500 Mero St., Frankfort, KY 40601; send e-mail to ctuning@kde.state.ky.us or cmcguire@kde.state.ky.us; or send a fax to (502) 564-9848.

Completed application forms must be postmarked or faxed by midnight (EST) Feb. 15, 2000.

Kentucky Teacher

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Editor Fran Salyers

Copy Writers Sharon Crouch Farmer
Faun S. Fishback
Lisa York Gross

Photographer Rick McComb

Graphics and Design Susie Morrow, Manager
Barbara Burch
Bill Davis
Michael Gray



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News for the Nation's Most Innovative Educators

DECEMBER 1999 - JANUARY 2000



Photos by Rick McComb

READY FOR A NEW CENTURY — Learning and teaching through most of the 1900s have not dulled Janie Wiley's passion for education, particularly languages. In her own way, this 90-year-old substitute teacher continues to educate students and faculty at East Jessamine County High School. For more about her, see Page 5.

"All students deserve to learn a foreign language. Instead of education leaders saying 'There is not enough money, not enough resources, not enough teachers,' they need to be looking for ways to overcome barriers to bring access to foreign language study to all Kentucky school children."

Taylor Collins, superintendent of Jackson Independent Public Schools, on the importance of foreign language instruction. See Pages 7-9

Congratulations to Kentucky's Teachers of the Year! See Pages 12 and 13.

Kentucky Department of Education
Visit the Kentucky Department of Education's Web site: www.kde.state.ky.us
Wilmer S. Cody, Commissioner